

# School Behaviour Support and Management Plan – Raleigh Public School

## Overview

Raleigh Public School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning. Key programs prioritised and valued by the school community are Creative and Critical Thinking Skills and Dispositions for Learning, peer support and wellbeing programs.

Raleigh Public School rejects all forms of bullying behaviours, including cyberbullying, by maintaining a commitment to providing a safe, inclusive and respectful learning community, that promotes student wellbeing. Staff are committed to establishing evidence-based approaches and strategies that promote a positive climate where bullying is less likely to occur.

All members of the school community are active participants in building a positive, welcoming school culture, that values diversity and fosters positive relationships and respect. A key component of a supportive culture is building respectful relationships, consistency and an ethos that bullying is not accepted, in both online and offline environments. School staff actively respond to student bullying behaviour.

## Partnership with parents and carers

Raleigh Public School will consult with parents/carers in establishing expectations for engagement in developing and implementing student behaviour management and bullying strategies.

We will do this by inviting parents/carers and student feedback through formal and informal means such as school surveys and consulting with the P&C.

Raleigh Public School will communicate these expectations to parents/carers through the school newsletter. Our school proactively builds collaborative relationships with families and the community to create a shared understanding of how to support students learning, safety and wellbeing.

## School-wide expectations and rules

Expectation – Be Respectful	Expectations – Be Responsible	Expectation – Be a Positive Learner
Be polite and courteous	Be in the right place at the right time	Demonstrate resilience
Accept others; differences	Make positive choices	Show patience and persistence
Follow instructions promptly]	Be a good role model to others	Actively engage in all learning and lessons
Treat others how you would like to be treated	Take care of personal and school property	Come ready to learn

## Behaviour Code for Students

NSW public schools are committed to providing safe, supportive and responsive learning environments for everyone. We teach and model the behaviours we value in our students.

The Behaviour Code for Students can be found at <https://education.nsw.gov.au/policy-library/policyprocedures/pd-2006-0316/pd-2006-0316-01>. This document translated into multiple languages is available here: [Behaviour code for students](#).

## Whole school approach across the care continuum

Raleigh Public School embeds student wellbeing and positive behaviour approaches and strategies in practices across the care continuum to promote positive behaviour and respond to behaviours of concern, including bullying and cyberbullying behaviour.

These approaches and strategies are built on a foundation of evidence-based effective classroom practices that set the tone for engagement with learning and respectful relationships.

These practices include:

- Creating and maintaining a positive classroom climate.
- Using structured instruction to engage students in learning.
- Explicitly teaching students our values and how they apply in varying locations and contexts.
- Offering pre-corrections to remind students of expectations.
- Using active supervision in the classroom and playground.

Care Continuum	Strategy or Program	Details	Audience
<b>Prevention and Early Intervention</b>	High expectations and consistent messaging across all classrooms and staff.  All students feel known, valued and cared for.	There are clear, high expectations of student behaviour across the school. Whole school assemblies are used to reinforce positive behaviour and remind all students if there have been inconsistencies.  All classrooms and learning spaces display the behaviour system and Creative and Critical Thinking Dispositions.  It is important that all students feel happy and enjoy coming to school and that they feel known, valued and cared for.	Whole school
<b>Prevention</b>	National Day of Action Against Bullying and Violence (NDA)	Our school participates in the annual National Day of Action- building awareness, skills and strategies	Students and staff
<b>Prevention and Early Intervention/</b>	Australian eSafety Commissioner Toolkit for Schools to	The toolkit supports our school to prepare, engage and educate the school community about creating and maintaining safe online environments to prevent cyberbullying incidents.	All students, staff and families

Care Continuum	Strategy or Program	Details	Audience
Targeted/ Individual	prevent and respond to cyberbullying		
Targeted intervention	Clear and consistent messaging and expectations	Evidence and value based, whole school approach to support students’ mental health and wellbeing. Individual, group, or whole school approaches address needs and concerns through restorative approaches.	Whole School, small group and individual students
Targeted intervention	Attendance Support	Attendance data regularly analysed and meetings with principal and families arranged to address attendance concerns.	Individual students, families and Principal
Individual intervention	Student wellbeing	A dignified approach to support students’ social-emotional needs and skills. Each student and situation is approached in a needs-based practice.	Principal, individual students, families
Individual intervention	School Learning and Support	Support provided for students who need personalised learning and support.	Principal, individuals and families.
Individual intervention	Individual Behaviour Support	Planning is done in collaboration with the student and their family, with support from Team Around a School where required. This can include individual behaviour support and risk management plans.	Individual students, staff

## Planned responses to positive appropriate behaviour, inappropriate behaviour and behaviours of concern, including bullying and cyber-bullying

Identifying behaviour of concern, including bullying and cyber-bullying

A behaviour of concern is challenging, complex or unsafe behaviour that requires more persistent and intensive interventions. A behaviour of concern does not include low-level inappropriate or developmentally appropriate behaviour. Bullying involves the intentional misuse of power in a relationship, is ongoing and repeated and involves behaviour that can cause harm.

Raleigh Public School staff will identify inappropriate behaviour and behaviours of concern, including bullying and cyberbullying through a range of methods. For example:

- Directly observing a child or young person’s behaviours, interactions, verbal communications, or work produced (such as written materials, performances or artworks)
- A person disclosing information that is not previously known, either because it is new information or because it has been kept a secret
- Concerns raised by a parent, community member or agency.

Students or parents can report bullying to any staff member, NSW public school principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds, including cyberbullying. Students who have been bullied will be offered appropriate support, for example through the school counselling service.

Responses to all behaviours of concern apply to student behaviour that occurs:

- At school
- On the way to and from school
- On school-endorsed activities that are off-site
- Outside school hours and off school premises, where there is a clear and close connection between the school and students' conduct
- When using social media, mobile devices and/or other technology involving another student or staff member.

### **Preventing and responding to behaviours of concern**

Raleigh Public School uses the following strategies to recognise and reinforce positive student behaviour and behavioural expectations:

The use of verbal and non-verbal specific positive feedback is the most powerful way to:

- Help adults and children learn to focus on positive social behaviour
- Increase the likelihood that students will use the expected behaviours and skills in the future
- Decrease unexpected behaviour and reduce the need for corrective responses
- Enhance self-esteem and build an internal focus of control.

Specific positive feedback may not be sufficiently reinforcing for some students, so the school-wide continuum provides the opportunity to pair verbal or non-verbal feedback with a positive, tangible consequence.

See Appendix 1

Refer to Appendix 2 for bullying response flowchart

### **Responses to serious behaviours of concern**

Responses, including students who display serious behaviours of concern, are recorded in the centralised recording system, School Bytes. These may include:

- Review and document incident
- Determine appropriate response/s, including supports for staff or other students impacted
- Refer/monitor the student through the school learning and support team
- Develop or review individual student support planning, including teaching positive replacement behaviour and making learning and environmental judgements
- Reflection and restorative practices (listed below)
- Liaise with Team Around a School for additional support or advice
- Communication and collaboration with parents/carers (phone, email, parent portal, meeting)
- Formal caution to suspend, suspension or expulsion

The NSW Department of Education [Student Behaviour policy](#) and [Suspension and Expulsion procedures](#) apply to all NSW public schools.

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### Reporting and recording behaviours of concern

Staff will comply with reporting and responding processes outlined in the:

[Incident Notification and Response Policy](#)

[Incident Notification and Response Procedures](#)

[Student Behaviour policy](#) and [Suspension and Expulsion procedures](#).

### Detention, reflection and restorative practices

[Include information about food and toilet breaks and the maximum length of time appropriate to the age/developmental level of the student]

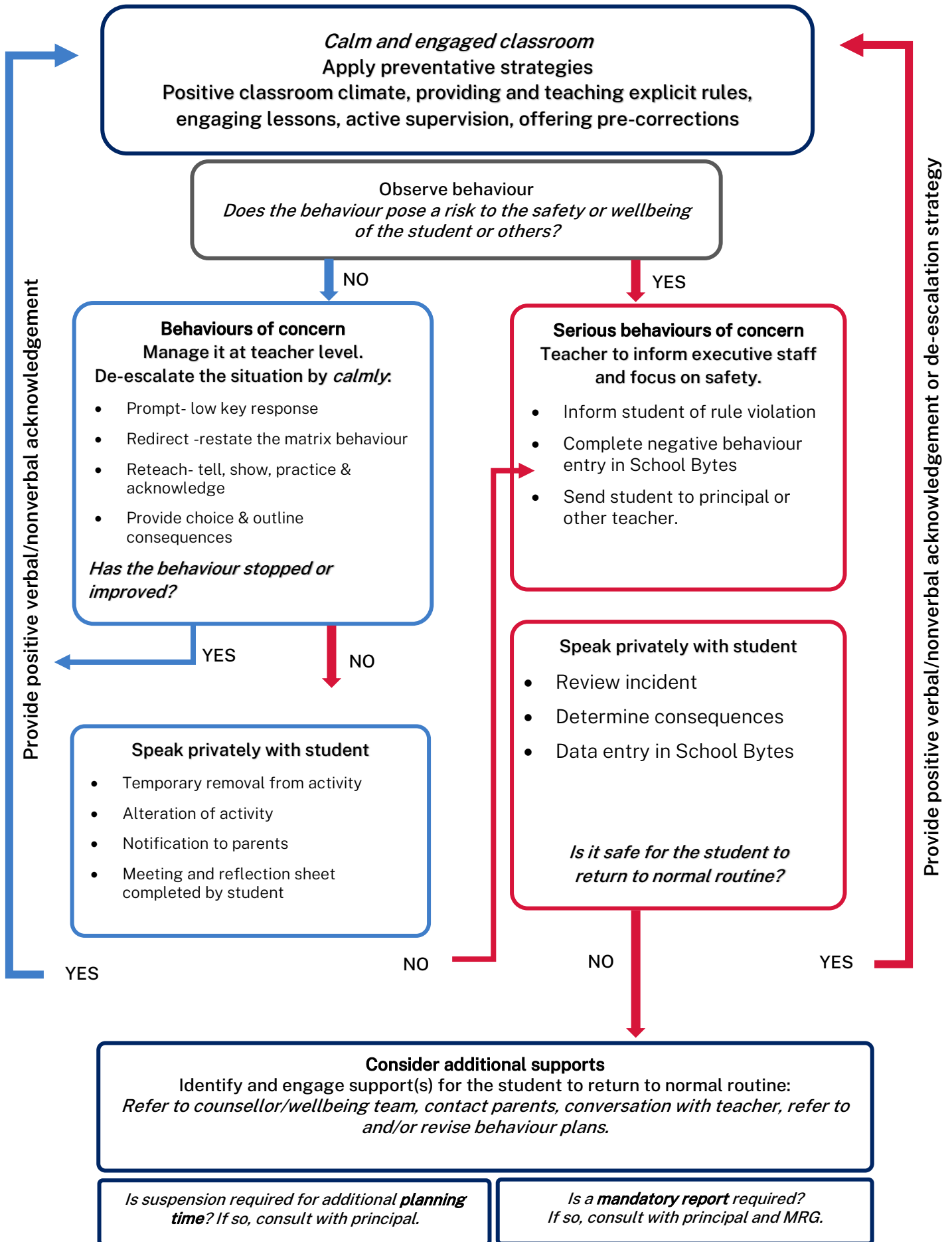
Strategy	When and how long?	Who coordinates?	How are these recorded?
<b>Reflection conversation (problem-solving)</b> – What happened, what did you do, and what could you do instead next time	Class time and break times as required	Teacher/principal	Documented in School Bytes
<b>Lunch time activities</b> -student is asked to undertake a reflective activity such as gardening or peer support activities.	During break time for 10 to 15 mins	Teacher and/or Principal	Wellbeing entry

### Review dates

Last review date: February 2025

Next review date: February 2025

**Appendix 1: Behaviour management flowchart (Alternative example)**



## Appendix 2: Bullying Response Flowchart (Optional)

